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ABSTRACT

This survey was conducted to determine what policies and practices are currently used on a national level in the selection of teachers and supervisors and what are the differences in selection procedures between New York City and other large city school systems. The population for the survey was based on the 62 largest cities in the United States according to the 1973 Census statistics. Results of the survey are presented in tabular form, and a copy of the questionnaire is appended. (JD)

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RESEARCH AND DEVELOPMENT UNIT

NATIONAL SURVEY OF TEACHER AND SUPERVISOR SELECTION PROCEDURES IN FIFTY-FOUR LARGE PUBLIC SCHOOL SYSTEMS IN THE UNITED STATES

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SEPTEMBER 1979

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PREFACE

The Board of Examiners wishes to express its gratitude to the fifty-four nationwide large city school systems who completed the Teacher and Supervisor Selection Questionnaire, upon which this report is based. It is hoped that the findings of this survey will lead to an increased knowledge of teacher and supervisor selection procedures.

The assistance of Abraham Bompey, a retired New York City Elementary School Principal, in the preparation of this report is gratefully acknowledged.

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CHAPTER I

INTRODUCTION

Background

In March 1978 the Board of Examiners initiated a survey of teacher and supervisor selection procedures currently extant in large public school systems in the United States. A detailed questionnaire relating to twenty-seven areas of teacher and supervisor selection policies and practices was sent to School Superintendents in 62 large cities having populations of 200,000 or more. By the end of September 1978, approximately eighty-seven per cent (87.1%) of the 62 school systems had returned usable questionnaires (N=54). The results of the survey are embodied in this report.

The last Board of Examiners' survey of this type resulted in a report issued in June 1966, Teacher Selection Policies and Procedures in Sixty-Two School Systems Affiliated with the Metropolitan School Study Council Compared With Those of Large Public School Systems in the United States (G. Lang and P.M. Kalick, 1966, p. 28). This report centered around teacher selection policies and procedures in sixty-two school systems affiliated with the Metropolitan School Study Council as compared with those of large public school systems throughout the nation. At that time approximately thirteen per cent (12.8%) of the large public school systems gave examinations as part of their teacher selection process. Teacher candidates were required to take a physical examination in about sixty-one per cent (61.2%) of the school systems.

The 1966 study indicates that interviews of teacher candidates for school appointment were conducted in one hundred per cent of the large public school systems. Teacher eligibility lists were used in slightly over twenty-three per cent (23.4%) of the systems. An application form was used for teacher selection purposes in the vast majority (99.7%) of the large public school systems. Approximately seven per cent (6.6%) of the systems reported the utilization of an official (or officials) for the purpose of administering written examinations to candidates for teaching positions.

The June 1966 Board of Examiners' survey also reported that eligibility lists for teacher selection purposes were rated (candidates ranked from highest to lowest within their various classifications) in twelve and one half per cent (12.5%) of the systems; lists were unrated (names of approved candidates were provided with no preferential rating) in nine per cent (9.4%) of the systems; candidates were given assignment preferences as a result of higher ranking in seven per cent (6.9%) of the systems and eligibility lists were made public in three per cent (3.1%) of the systems. Also, National Teacher Examinations were used for teacher selection in ten per cent (9.7%) of the large public school systems; locally prepared essays were administered in four per cent (3.8%) of the systems; psychological or personality examinations or inventories were used in less than one per cent (0.9%) of the systems and speech examinations were administered in less than one per cent (0.1%) of the systems. Supervisory selection practices were not part of the June 1966 survey.

As a follow-up to the present 1978 survey, the Board of Examiners established a consortium of large city public school personnel testing agencies. The consortium will meet periodically to exchange ideas and discuss problems.

Objectives:

The objectives of this survey were to answer the following questions:

1. What policies and practices are currently utilized on a national level in the selection of teachers and supervisors?

2. What are the differences in selection procedures between New York City and other large city school systems?

CHAPTER II

TEACHER AND SUPERVISORY SELECTION IN NEW YORK CITY

A. The New York City Board of Education utilizes examinations as part of its personnel selection process. The agency for screening teachers and supervisors for the Board of Education is the Board of Examiners. A certain portion of the teaching staff, however, is selected through National Teacher Examinations (N.T.E.)

Procedures used by the Board of Examiners include the following:

1. Locally prepared essay questions
2. Locally prepared multiple-choice questions
3. Teaching performance test
4. Oral or interview examination
5. Medical examination
6. Fingerprint investigation
7. Training and Experience Evaluation
8. Simulation tests

Teacher examinations are graded by the rank order method. The passing mark is determined by minimum competency score. The teacher applicant currently pays a $20.00 fee to take the examination. Examinations are conducted for temporary (substitute) teachers who are used either on a long term or emergency basis at a lesser fee. An application form is used in the teacher selection process. Eligibility lists are used in the selection of teachers. The following practices are in effect with regard to the use of the eligibility lists:

1. Lists are ranked (candidates are placed in order from the highest to the lowest test score within their various classifications)
2. Candidates are given assignment preference as a result of higher ranking
3. Eligibility lists are made public

B. The Board of Examiners also gives examinations as part of the supervisory (e.g., Director, Principal, Assistant Principal, Department Chairman, Curriculum Supervisor) selection process. The following kinds of examinations have been used in the selection of supervisors:

1. Locally prepared essay questions
2. Locally prepared multiple-choice questions
3. Oral or interview tests
4. Medical examinations
5. Fingerprint investigations
6. Training and Experience Evaluations
7. Simulation tests
8. Group conference tests

Supervisory examinations are graded by the pass/fail (qualifying) method. The passing mark is determined by minimum competency score. The supervisory applicant currently pays a $50.00 fee for the examination. Eligibility lists are used in the selection of supervisors. The following practices are in effect regarding the use of supervisory eligibility lists:

1. Lists are qualifying based on a minimal competency test score
2. Eligibility lists are made public

C. The New York City Public School System has officials who administer examinations to teacher and supervisory candidates. These officials are employed in the Board of Examiners. State Law is the source of authority for this position. The members of the examining board are selected on the basis of a civil service type examination. The examining body controls all features of the examination of candidates and the preparation of eligibility lists. The New York City Board of Education is the source of the budget for the examining body. The examining body is appointed for life. The Board of Examiners has a Research and Development Unit which handles test validation. The examining body has publications describing its policies and practices. It is willing to exchange copies of tests in various subject areas.

CHAPTER III

METHOD

Sample

The population for the survey was based on the 62 largest cities in the United States according to the 1973 population statistics of the United States Bureau of the Census.

Instrumentation

A Teacher and Supervisor Selection Questionnaire (for details see questionnaire items listed in Appendix A) was developed encompassing the following areas:

1. Use of examinations (teacher and supervisor) (1, 6, 9)*
2. Kinds of examinations (teacher and supervisor) (2, 10)
3. Use of officials for examining purposes (15)
4. Grading of examinations (teacher and supervisor) (3, 4, 11, 12)
5. Payment of examination and/or selection fees (teacher and supervisor) (5, 13)
6. Use of eligibility lists (teacher and supervisor) (8, 14)
7. Use of the application form (teacher only) (7)
8. Area(s) of examiner recruitment (16)
9. Source of authority for examiner position (17)
10. Selection procedures for examiners (18)
11. Role of the examining body (19)
12. Source of budget for the examining body (20)
13. Status of the examining body (21)
14. Other units and services provided by the examining body (22, 23, 24)
15. Receptiveness of the examining body to an exchange of materials and ideas (25, 26)

*The numbers in parentheses refer to relevant item numbers of the questionnaire.

Procedure

The questionnaire was sent during March 1978 to sixty-two (62) large city public school systems throughout the country. During May 1978 a follow-up questionnaire was mailed to those school systems which had not replied. By the end of September 1978, eighty-seven percent (87.1%) (N = 54) of the sixty-two (62) systems contacted had returned completed questionnaires.

The request to complete the questionnaire was addressed to the superintendent of the school system involved. Table 1 shows the title of the person who actually completed the questionnaire.

TABLE I

Title of Person Who Completed the Teacher and Supervisor Selection Questionnaire

Title	Number	Per Cent
Director of Personnel	11	20.4
Assistant Superintendent, Personnel Services	9	16.7
Executive Director of Personnel	5	9.3
Direction of Division of Certificated Personnel	3	5.5
Assistant Director of Personnel	4	7.4
Personnel Specialist	2	3.7
Associate Superintendent of Personnel	2	3.7
Other (see below)	18	33.3
Total	54	100.0

Other persons: Director, Elementary Placement; Coordinator of Personnel; Deputy Superintendent, Personnel and Administration; Principal, Personnel Office; Administrative Assistant, Office of Personnel; Administrative Director for Personnel; Staff Specialist, Personnel Management Certification Development; Staff Assistant, Personnel; Staffing Specialist, Division of Personnel; Examiner; Evaluation Specialist; Supervisor, Certified Employee Services; Director, Research and Development; Assistant to the Superintendent of Schools; Director of Teacher Selection; Coordinator, Recruitment and Placement Personnel Administration; Personnel Technician and no title listed.

It is assumed that the responses obtained were reliable because the questionnaire dealt with factual rather than with attitudinal information.

CHAPTER IV

RESULTS

The per cent next to each questionnaire item denotes the per cent of school systems (N = 54) which responded to that particular item of the Teacher and Supervisor Selection Questionnaire. Numbers in parentheses identify the relevant item numbers of the questionnaire.

I. Use of examinations - teacher and supervisor (1, 6, 9)

A. One-third (33.3%) of the systems give examinations as part of their teacher selection process. One of the negative respondents indicated that its system is considering administrating examinations. Another large city school system noted that except for a period in the early 1940's, its school district has never used an examination as part of its selection process for any classification of certificated employees. It should be noted that the nation's five largest cities give teacher examinations.

B. Thirteen per cent (13.0%) of the systems conduct examinations for temporary (substitute) teachers who are used either on a long term or on an emergency basis. One of the negative respondents stated that just interviews were given.

C. Slightly more than one-half (51.9%) of the school systems give examinations as part of their supervisory selection process. One of the affirmative respondents indicated that examinations are required only at entry level administrative positions (e.g., assistant principal, department chairman). The reader is referred to Tables 2, 3 and 4 for specific item and per cent breakdowns regarding system utilization of teacher and supervisory examinations.

TABLE 2

Number and Per Cent of Large Public School Systems Giving Examinations for Teacher Selection Purposes

Item		Number (N=54)	Per Cent
1.	Do you give examinations as part of your teacher selection process? (check one)		
	Yes	18	33.3
	No	36	66.7
	No response/Not applicable	0	0

It should be noted that among systems giving examinations as part of their teacher selection process (N=18), the oral or interview examination was given most frequently (N=13), followed by the National Teacher Examination (N=11), medical examination (N=11) and Training and Experience Evaluation (N=9).

TABLE 3

Number and Per Cent of Large Public School Systems Conducting Examinations for Temporary Teachers

	Item	Number (N=54)	Per Cent
6.	Do you conduct examinations for temporary (substitute) teachers who are used either on a long term or emergency basis, (e.g., teacher absence for a day)?		
	Yes	7	13.0
	No	39	72.2
	No response/Not applicable	8	14.8

TABLE 4

Number and Per Cent of Large Public School Systems Giving Examinations for Supervisor Selection Purposes

	Item	Number (N=54)	Per Cent
9.	Do you give examinations as part of your supervisor selection process? (check one)		
	Yes	28	51.9
	No	26	48.1
	No response/Not applicable	0	0

II. Kinds of examinations - teacher and supervisor (2, 10)

A. Slightly more than one-third (35.2%) of the school systems use medical examinations in the selection of teachers. Thirty per cent (29.6%) of the systems mention Training and Experience Evaluation. Twenty-six per cent (26.0%) of the systems give oral or interview examinations while an additional twenty-six per cent (26.0%) of the systems mention the oral or interview method under the alternative "Other" option. Thus, fifty-two per cent of the school systems use some type of oral or interview procedure in teacher selection. National Teacher Examinations (NTE) are utilized for teacher selection purposes in over eighteen per cent (18.5%) of the school systems.

B. Thirty-seven per cent (37.0%) of the school systems use the oral or interview examination in the selection of supervisors. An additional seventeen per cent (17.0%) mention the oral or interview method under the alternative "Other." Thus, fifty-four per cent of the school systems use some type of oral or interview procedure in the selection of supervisors.

Twenty-two per cent (22.2%) of the systems use the National Teacher Examination for supervisory selection purposes. Approximately twenty-eight per cent (27.8%) use Training and Experience Evaluation in the selection of supervisors. Further analyses of the kinds of examinations used for teacher and supervisor selection follow in Tables 5 and 6.

TABLE 5

Number and Per Cent of Various Kinds of Examinations Used in Large Public School Systems for Teacher Selection Purposes

Item	Number (N=54)	Per Cent
2. What kind of examinations are normally used in the selection of teachers? (check each appropriate response)		
National Teacher Examinations	10	18.5
Locally prepared essay questions	9	16.7
Locally prepared multiple-choice questions	7	13.0
Teaching performance test	3	5.5
Psychological or personality examinations or inventories	1	1.8
Oral or interview examination	14	26.0
Speech examination	0	0
Medical examination	19	35.2
Fingerprint examination	6	11.1
Training and Experience Evaluation	16	29.6
Simulation tests	2	3.7
Other	27	50.0
No response/Not applicable	16	29.6

Note that items on which the sum of all responses exceeds 100% are those on which respondents gave more than one response.

The following responses and their numerical frequencies were provided to the alternative "Other" category: Oral interview (14); Review of credentials (2); Reference checks (1); Questionnaires re: Teaching of Basic Skills (1); SRI Perceiver, 12 question application supplement (1); Teacher perceiver process (1); Written English Expression Test (1); Series of simulated questions asked during structured interview (1); Cooperative School and College Ability Test - Educational Testing Service (1); Standardized test of verbal and mathematical ability (1); Written recommendations (1); National Teacher Examinations are required but do not figure in selection process (1); and National Teacher Examination is not given by the Board but is part of the criteria for selection -- the examination is taken through the local university (1).

TABLE 6

Number and Per Cent of Various Kinds of Examinations Used in Large Public School Systems for Supervisor Selection Purposes

Item	Number (N=54)	Per Cent
10. What kind of examinations are normally used in the selection of supervisors? (check each appropriate response)		
National Teacher Examination	12	22.2
Locally prepared essay questions	11	20.4
Locally prepared multiple-choice questions	5	9.3
Teaching performance test	1	1.9
Psychological or personality examinations or inventories	0	0
Oral or interview examination	20	37.0
Speech examination	0	0
Medical examination	11	20.4
Fingerprint investigation	3	5.5
Training and Experience Evaluation	15	27.8
Simulation tests	2	3.7
Group conference test	1	1.9
Other	17	31.5
No response/Not applicable	18	33.3

The following responses and their numerical frequencies were provided to the alternative "Other" category: Oral interview (9); Tests prepared by the Educational Testing Service (3); Administrator perceiver process (1); Supervisors are given the same standardized test as teachers, as well as a locally prepared administration and supervision examination (1); National Teacher Examination given in April 1976 (1); Written recommendations (1) and Series of simulated questions are asked during structured interview with the screening committee (1).

III. Use of officials for examining purposes (15)

Approximately forty-eight per cent (48.1%) of the school systems have officials who administer examinations to teacher and supervisory candidates. An equal per cent (48.1%) of the responding systems indicate that they do not have officials acting in this capacity.

Three of the affirmative respondents submitted the following qualifiers regarding the utilization of officials for examining purposes:

1. Only in the area of Career and Occupational Education. Interviews are conducted by school department personnel.

2. As a small part of their job.

3. Selected administrators are used; each person has passed the test and has been assigned an educational position.

TABLE 7

Number and Per Cent of Large Public School Systems Having Officials Who Administer Examinations to Teacher and Supervisor Candidates

Item	Number (N=54)	Per Cent
15. Does your school system have officials who administer examinations to teachers and supervisor candidates? (check one)		
Yes	26	48.1
No	26	48.1
No response/Not applicable	2	3.8

IV. Grading of examinations - teacher and supervisor (3, 4, 11, 12)

A. Eighteen and one-half per cent (18.5%) of the responding school systems grade their teaching examinations by the rank order method. The pass/fail (qualifying) procedure is used by approximately seven per cent (7.4%) of the systems. One school system utilizes raw scores for teacher examination grading purposes.

B. The pass mark on teacher examinations is determined by minimum competency score in approximately seventeen per cent (16.7%) of the school systems. Two systems which determine the pass mark by means of the minimum competency score method added the following qualifiers:

1. Candidates must score a maximum of 80 points to be placed on the list

2. 10th percentile

The teacher examination pass mark is determined by supply and demand in about fifteen per cent (14.8%) of the responding school systems. One system utilizing the supply and demand procedure added the following qualifier:

1. Combination of the NTE, grade point average, student teaching, etc., in addition, the perceiver must be equal to a minimum score of 70

C. One-third (33.3%) of the systems indicated that supervisor examinations are graded by the rank order method, approximately eleven per cent (11.1%) utilize the pass/fail (qualifying) method while about four per cent (3.7%) of the school systems use raw scores as the grading determinant.

D. Twenty per cent (20.4%) of the responding school systems determine the pass mark on supervisory examinations on the basis of minimum competency scores. The pass mark for supervisors is determined by supply and demand as indicated by approximately fifteen per cent (14.8%) of the school system respondents.

The reader is referred to the following Tables (8, 9, 10 and 11) for more specific information on teacher and supervisor examination grading practices.

TABLE 8

Number and Per Cent of Teacher Examination Grading Procedures Used in Large City School Systems

	Item	Number (N=54)	Per Cent
3.	How is your examination (teacher) graded? (check one)		
	Pass/fail (Qualifying)	4	7.4
	Rank order	10	18.5
	Raw scores	1	1.8
	Other	10	18.6
	No response/Not applicable	29	53.7

The following responses and their numerical frequencies were provided to the alternative "Other" category: Converted scores with ranking (1); Written tests are pass/fail. Training, experience and personal qualification scores are combined and then ranked (1); Reactions of interviewers (1); Criteria includes NTE, grade point average, student teaching, etc... plus perceiver. More emphasis is placed on teacher perceiver (1); Comments from consultants and/or coordinators (1); Subjective appraisal including experience, training, professional recommendations, responses to simulated questions and personal characteristics (1); Best qualified applicants are hired first (1); Application is reviewed for content (1); Five point scale (1); and Exam is valued at 25% of the total eligibility list score (1).

TABLE 9

Number and Per Cent of Teacher Pass Mark Determination Procedures Used in Large City School Systems

	Item	Number (N=54)	Per Cent
4.	How do you determine the (teacher) pass mark? (check one)		
	Supply and demand	8	14.8
	Minimum competency score	9	16.7
	Other	8	14.8
	No response/Not applicable	29	53.7

The following responses and their numerical frequencies were provided to the alternative "Other" category: Affirmative action goals (1); There is none (1); Total assessment of applicant's qualifications (1); Subjective appraisal of total application data (1); Used as one screening device (1); Educational background, personal interview, evaluation of credentials (1); Subjective determination (1) and Candidates must score a maximum of 80 points to place on the list (1).

TABLE 10

Number and Per Cent of Supervisor Examination Grading Procedures Used in Large City School Systems

	Item	Number (N=54)	Per Cent
11.	How is your examination (supervisor) graded? (check one)		
	Pass/fail (Qualifying)	6	11.1
	Rank order	18	33.3
	Raw scores	2	3.7
	Other	5	9.3
	No response/Not applicable	23	42.6

The following responses and their numerical frequencies were provided to the alternative "Other" category: Except for medical, no examinations are given (1); Rank lists of finalists (1); Graded by the Educational Testing Service (1); District Superintendents select candidates by interview, but the criteria for grading are not specified (1); and explained in enclosed pertinent documents (1). (Please note that the pertinent documents were not appended to the questionnaire in this instance.)

TABLE 11

Number and Per Cent of Supervisor Pass Mark Determination Procedures Used in Large City School Systems

	Item	Number (N=54)	Per Cent
12	How do you determine the (supervisor) pass mark? (check one)		
	Supply and demand	8	14.8
	Minimum competency score	11	20.4
	Other	9	16.7
	No response/Not applicable	26	48.1

The following responses and their numerical frequencies were provided to the alternative "Other" category: Total assessment of applicant's qualifications (1); Lowest in rank order included (1); Part of the total score in the selection process /600-950/ (1); 25th percentile of persons who take test at the same time (1); Quartile rank (1); Point system based on written score, oral score, credential score, essay score. Candidates are then put in rank order (1); Applicants are ranked according to average rating scores (1); Respective supervisors notify the individual involved of his/her selection, but the method of determining a pass mark is not specified (1) and Explained in enclosed pertinent documents (1). (Please note that the pertinent documents were not appended to the questionnaire in this instance.)

V. Payment of examination and/or selection fees - teacher and supervisor (5, 13)

A. Eleven per cent (11.1%) of the systems report that teacher applicants pay examination and/or selection fees while approximately fifty-two per cent (51.9%) of the systems report that teacher applicants pay no fees. Thirty-seven per cent (37.0%) of the respondents (N=54) did not respond to this item (No. 5A) or added the notation "Not applicable." Four of the six affirmative respondents to this item indicated that a National Teacher Examination fee was paid. One system indicated that fees were paid by teacher applicants after the first effort, if needed.

Approximately seven and one half per cent (7.4%) of the systems provided information on the amount paid for the examination and/or selection procedure (No. 5B). Two of the large city respondents charge $26.00 for both Common and Area teacher examinations while application fees of $20.00 and $13.00 were cited by two other large city systems.

No graded fee schedules (No. 5C) were submitted by any of the systems requiring a fee for teacher examination and/or selection.

B. Eleven per cent (11.1%) of the school systems report that supervisory applicants pay examination and/or selection fees while approximately fifty-nine per cent (59.2%) of the systems indicate that no examination and/or selection fees are required. About thirty per cent (29.7%) of the systems did not respond to this item (No. 13A).

The total amounts of supervisory applicant examination and/or selection fees range from $10.00 to $50.00 with intermediary fees of $13.00, $15.00 and $22.00 receiving mention. One system reported that it charges the standard cost estabished by the Educational Testing Service (No. 13B).

No graded fee schedules for supervisory applicants (No. 13C) were submitted by any of the large city school systems.

Tables 12 and 13 supply specific teacher and supervisory fee breakdowns.

TABLE 12

Number and Per Cent of Large Public School Systems Charging Application Fees for Teacher Examinations

	Item	Number (N=54)	Per Cent
5A.	Does the applicant pay a fee for the (teacher) examination and/or selection procedure?		
	Yes	6	11.1
	No	28	51.9
	No response/Not applicable	20	37.0
5B.	If your answer to question 5(A) is "Yes," please indicate the total amount $.....	4	7.4
5C	If your answer to 5(A) is "Yes," and you have a graded fee schedule, please attach a copy and return it with the questionnaire	0	0

TABLE 13

Number and Per Cent of Large Public School Systems Charging Applicants Fees for Supervisor Examinations

	Item	Number (N=54)	Per Cent
13A.	Does the applicant pay a fee for the (supervisor) examination and/or selection procedure?		
	Yes	6	11.1
	No	32	59.2
	No response/Not applicable	16	29.7
13B.	If your answer to question 13(A) is "Yes," please indicate the total amount $.....	6	11.1
13C.	If your answer to 13(A) is "Yes," and you have a graded fee schedule, please attach a copy and return it with the questionnaire	0	0

VI. Use of eligibility lists - teacher and supervisor (8, 14)

A. It was found that eligibility lists are used in the selection of teachers in about forty-one per cent (40.7%) of the responding large city school systems. Fifty-two per cent (51.9%) of the systems indicated that eligibility lists were not utilized for teacher selection purposes. One negatively responding system stated that preference is given to persons who can teach basic skills.

Teacher candidates are given assignment preference as a result of higher ranking in twenty-six per cent (26.0%) of the responding systems. Teacher candidates are placed in order from the highest to the lowest test score within their various classifications in eighteen and one-half per cent (18.5%) of the school systems.

B. Approximately fifty-seven per cent (57.4%) of the systems use eligibility lists in the selection of supervisors. Five of the affirmatively responding systems submitted the following supervisory eligibility list qualifiers:

1. Principals only
2. Assistant principals only
3. All who apply
4. Building level
5. Ranked lists of finalists determined by screening committees.

Supervisory candidates are placed in order from the highest to the lowest test score within their various classifications in twenty per cent (20.4%) of the large city school systems. Preference is given to supervisory candidates as the result of higher ranking in thirteen per cent (13.0%) of the responding systems.

Tables 14, 15, 16, and 17 contain specific item and per cent responses regarding the use of eligibility lists for teacher and supervisor selection purposes.

TABLE 14

Number and Per Cent of Large Public School Systems Using Eligibility Lists for Teacher Selection Purposes

	Item	Number (54)	Per Cent
8A.	Are eligibility lists used in selection of teachers? (check one)		
	Yes	22	40.7
	No	28	51.9
	No response/Not applicable	4	7.4

TABLE 15

Number and Per Cent of Various Types of Practices in Effect in Large Public School Systems with Regard to Use of Teacher Eligibility Lists

Item	Number (N=54)	Per Cent
8B. If your answer to 8(A) is "Yes," which of the following practices are in effect with regard to use of (teacher) eligibility lists? (check each appropriate response)		
Lists are qualifying based on minimum test score	1	1.9
Lists are ranked (candidates are placed in order from the highest to the lowest test score within their various classifications)	10	18.5
Candidates are given assignment preference as a result of higher ranking	14	26.0
Eligibility lists are made public	5	9.2
Other	6	11.1
No response/Not applicable	18	33.3

The following responses and their numerical frequencies were provided to the alternative "Other" category: Preference is given to persons who can teach basic skills (1); Are certificated licensed applicants (1); Respective supervisors notify individual of his/her selection and notify those not selected (1); Selection is made from a group of finalists chosen by the Personnel Office based on each applicants references, interview experience, skills, and transcript(s). The Personnel Office will notify applicants who are finalists to come in for interviews with principals or appropriate administrators who will make recommendations for filling vacancies (1); and Explained in enclosed pertinent documents (2). (Please note that the pertinent documents were not appended to the questionnaire in these instances.)

TABLE 16

Number and Per Cent of Large Public School Systems Using Eligibility Lists for Supervisor Selection Purposes

Item	Number (N=54)	Per Cent
14A. Are eligibility lists used in the selection of supervisors? (check one)		
Yes	31	57.4
No	17	31.5
No response/Not applicable	6	11.1

TABLE 17

Number and Per Cent of Practices in Effect in Large Public School Systems Regarding Use of Supervisor Eligibility Lists

Item	Number (N=54)	Per Cent
14B. If your answer to 14(A) is "Yes," which of the following practices are in in effect with regard to use of (supervisor) eligibility lists?		
Lists are qualifying based on a minimum test score	6	11.1
Lists are ranked (candidates are placed in order from the highest to the lowest test score within their various classifications)	11	20.4
Candidates are given assignment preference as a result of higher ranking	7	13.0
Eligibility lists are made public	5	9.2
Other	10	18.5
No response/Not applicable	15	27.8

The following responses and their numerical frequencies were provided to the alternative "Other" category: List of three finalists for each position. Superintendent nominates from this list (1); All applicants placed on the eligibility list may apply for posted positions if they have qualifications and credentials (1); Lists are ranked on the basis of test scores, credit for experience and training, credit for references and credit for the oral interview (1); Test score, certification and required experience determine eligibility (1); Convert references to mathematical evaluation w/top rating of 5 down to 0 (1); All who apply (1); Lists used by the selection committee (1); Eligibility means qualified through the interview and credential collection process (1); Based on minimum qualifications and recommendations of interview committee (1); and Interviewing screening committee establishes eligibility listing of all qualified staff who express interest. This listing is based upon the average score attained by the applicant at the interview session through an independent scoring of responses to interview questions (1).

VII. Use of the application form - teacher selection only (7)

About ninety-one per cent (90.7%) of the school systems use an application form in the teacher selection process. Only one school system indicated that an application form was not used while four systems failed to respond to this item. Three school systems attached copies of application forms to the returned questionnaire.

TABLE 18

Number and Per Cent of Large Public School Systems Using an Application Form in the Teacher Selection Process

	Item	Number (N=54)	Per Cent
7A.	Do you use an application form in the selection process? (check one)		
	Yes	49	90.7
	No	1	1.9
	No response/Not applicable	4	7.4
7B.	If your answer to question 7(A) is "Yes," please attach a copy and return it with this questionnaire	3	5.5

VIII. Area(s) of examiner recruitment (16)

Officials in large city school systems who administer examinations to teacher and supervisory candidates are employed in the Personnel Office in thirty-one and one-half per cent (31.5%) of the systems. Specialists in various subject areas administer examinations in eleven per cent (11.1%) of the systems. In one instance, specialists in various subject areas administer examinations together with Personnel. The specialists in various subject areas may be either members of the Examining Board or members of the school staff depending on the system. The Examining Board administers examinations in nine per cent (9.2%) of the systems.

Table 19 provides specific item and per cent breakdowns regarding the administrative offices or capacities employing officials who administer examinations.

TABLE 19

Number and Per Cent of Areas of Examiner Recruitment in Large Public School Systems

	Item	Number (N=54)	Per Cent
16.	The officials who administer examinations to teacher and supervisory candidates are employed in the central administration offices such as (check one)		
	Superintendent	0	0
	Personnel	17	31.5
	Recruitment	0	0
	Examining Board	5	9.2
	Specialists in various subject areas	6	11.1
	Other	7	13.0
	No response/Not applicable	19	35.2

The following responses and their numerical frequencies were provided to the alternative "Other" category: Testing services on superintendent's staff (1); Associate Superintendent, Psychological Services (1); Evaluation Department (1); Planning and Research (1); Educational Research Department (1); Community Screening Committees are used in the selection of finalists for supervisory positions (1) and No specified official titled position is used. Scheduling, arrangements and control are managed by specialists in promotions center (1).

IX. Source of authority for examiner position (17)

It was found that almost thirty per cent (29.6%) of the large school systems cited the Board of Education as the source of authority for the examiner position. State Law was mentioned as the source of authority by approximately seven per cent (7.4%) of the systems.

The complete tabulation of responses to this item follows below in Table 20.

TABLE 20

Number and Per Cent of Sources of Authority for the Examiner Position in Large Public School Systems

	Item	Number (N=54)	Per Cent
17.	What is the source of authority for this position (examiner)? (check one)		
	State Law	4	7.4
	City Law	0	0
	Board of Education	16	29.6
	Other	5	9.3
	No response/Not applicable	29	53.7

The following responses and their numerical frequencies were provided to the alternative "Other" category: Director of Personnel (1); Departmental policy regulations (1); Superintendent (1); Administrative policy (1) and Examination is administered only one day a year (1).

X. Selection procedures for examiners (18)

The members of the examining board or body are selected by the Superintendent, without examination, in approximately twenty per cent (20.4%) of the large city school systems. Further examiner selection procedure information is provided in Table 21 below.

TABLE 21

Number and Per Cent of Examiner Selection Procedures in Large Public School Systems

	Item	Number (N=54)	Per Cent
18.	The members of the examining board or body are selected (check one)		
	by the Superintendent, without examination	11	20.4
	on the basis of an examination system developed by the school system	2	3.7
	on the basis of a civil service type examination	1	1.8
	Other	9	16.7
	No response/Not applicable	31	57.4

The following responses and their numerical frequencies were provided to the alternative "Other" category: Without examination by the Assistant Superintendent, Personnel (1); By the Personnel Department/Superintendent (1); By the Personnel Department in consultation with appropriate discipline (1); System does not have an examining board or body. Administering examinations to prospective teachers and administrators is a personnel function (1); Promotional rating system which includes interviews along with selection by the Superintendent (1); By the administrative staff (1); Through interview committees, there is no examining board (1); There is no examining board. There are certificated positions that deal with the recruitment, selection and examination of employees (1) and Proctors of National Teacher Examination selected by Director of Personnel (1).

XI. Role of the examining body (19)

The role of the examining body with regard to the selection process was best described as controlling all features of the examination of candidates in approximately twenty-two per cent (22.2%) of the systems. One system reported that the examining body controls all features of the Promotional Rating System of candidates and the preparation of eligibility lists. Another system reported that it has no formal examining body. Candidates for administrative positions are screened, then selected and placed in the intern program. Final placement is decided upon by the superintendent and members of the executive team. Eleven per cent (11.1%) of the school systems reported that the examining body could best be described as administering tests only with regard to the selection process. The complete tabulation of responses regarding the role of the examining body is provided in Table 22 below:

Table 22

Number and Per Cent of Statements Best Describing the Role of the Examining Body in Large Public School Systems

	Item	Number (N=54)	Per Cent
19.	Which of the following statements best describes the role of the examining body with regard to the selection process? (check one)		
	Administers tests only	6	11.1
	Controls all features of the examination of candidates and the preparation of eligibility lists	12	22.2
	Controls all features of the examination of candidates, prepares all eligibility lists and appoints eligibles on lists to positions	4	7.4
	No response/Not applicable	32	59.3

XII. Source of budget for the examining body (20)

The source of the budget for the examining body was cited by approximately forty-three per cent (42.6%) of the respondents as the Local Board of Education. One school system indicated that the State Education Department performed the examining function.

TABLE 23

Number and Per Cent of Statements Best Describing the Source of the Budget for Examiners in Large Public School Systems

	Item	Number (N=54)	Per Cent
20.	Which statements describe the source of the budget for the examining body? (check one)		
	Local Board of Education	23	42.6
	Local Municipality	0	0
	State Education Department	1	1.9
	Other	0	0
	No response/Not applicable	30	55.5

XIII. Status of the examining body (21)

Eleven per cent (11.0%) of the large school systems responding to the survey appoint the examining board for a fixed term. One system appoints the examining body for life. In addition, five and one half per cent (5.5%) of the systems noted under the alternative "Other" option that the examining body was appointed for one year only.

TABLE 24

Number and Per Cent of Statements Best Describing the Status of the Examining Body in Large Public School Systems

	Item	Number (N=54)	Per Cent
21.	Which statement describes the status of the examining body? (check one)		
	Appointed for life	1	1.9
	Appointed for a fixed term	6	11.1
	Other	12	22.2
	No response/Not applicable	35	64.8

The following responses and their numerical frequencies were provided to the alternative "Other" category: Appointed for one year only (3); Assigned for testing dates (1); These management positions are filled through promotional examinations within the district (1); Staff of Personnel Department (1); Flexible (1); Indefinite (1); No examining body per se (1); Appointed for each position (1); Regular contract employees (1) and Continues year to year unless otherwise notified (1).

XIV. Other units and services provided by the examining body (22, 23, 24)

A. Sixty-one per cent (61.0%) of the large city school systems responding to the survey have a Research and Development Unit. One of the respondents refers to its Unit as Research and Planning. Another of the school systems reports that its Research and Development Unit is functional but with limited personnel due to fiscal constraints. Thirteen per cent (13.0%) of the systems lack the services of such a Unit while twenty-six per cent (26.0%) of the systems failed to respond to this query or classified it as being not applicable.

B. Approximately twenty-six per cent (25.9%) of the systems report the existence of a Test Validation Unit. One of the respondents refers to its Unit as Planning and Research. Forty-eight per cent (48.2%) of the school systems indicate that they do not have such a Unit. One of the affirmative respondents noted that their system contracts out of the district for test validation purposes.

C. Thirty-nine per cent (38.9%) of the systems have publications describing policies and practices regarding the operation of their Bureau. Twenty-eight per cent (27.8%) of the school systems report that they do not have such publications at present. One system noted that it was working toward the development of a Test Validation Unit as well as the publication of Bureau policies and practices. The reader is referred to Tables 25, 26 and 27 for specific item and per cent breakdowns regarding other units and services provided by the examining body.

TABLE 25

Number and Per Cent of Large Public School Systems Having a Research and Development Unit

	Item	Number (N=54)	Per Cent
22.	Do you have a Research and Development Unit?		
	Yes	33	61.1
	No	7	13.0
	No response/Not applicable	14	25.9

TABLE 26

Number and Per Cent of Large Public School Systems Having a Test Validation Unit

	Item	Number (N=54)	Per Cent
23.	Do you have a Test Validation Unit?		
	Yes	14	25.9
	No	26	48.2
	No response/Not applicable	14	25.9

TABLE 27

Number and Per Cent of Large Public School Systems Having Publications Describing the Policies and Practices of their Bureau's Operation

	Item	Number (N=54)	Per Cent
24.	Do you have publications describing policies and practices in the operation of your Bureau?		
	Yes	21	38.9
	No	15	27.8
	No response/Not applicable	18	33.3

XV. Receptiveness of the examining body to an exchange of materials and ideas (25, 26)

A. Over eighteen per cent (18.5%) of the examining bodies indicate a willingness to exchange copies of tests in various subject areas. A similar per cent (18.5%) of the examining bodies would not be willing to exchange test copies. One of the negative respondents noted that their tests were controlled by the Educational Testing Service. Several of the affirmative respondents indicted that they would appreciate the receipt of information regarding procedures that might be established for test copy exchange.

B. Approximataly forty-one per cent (40.7%) of the school systems indicate a desire to participate in a consortium of public school personnel testing agencies that would meet periodically to exchange ideas, discuss problems, etc. Approximately nineteen per cent (18.6%) of the school systems would not be receptive to consortium participation. Two of the affirmative respondents submitted the following qualifiers regarding consortium participation:

1. If schedule permits and topic is pertinent.

2. Because of our limited use of examinations, full participation may not be appropriate. We are, however, interested in the exchange of ideas and information.

One of the negative respondents noted that funds were not available for participation of this type.

Tables 28 and 29 provide further information regarding the receptiveness of the examining bodies of large school systems to an exchange of materials and ideas.

TABLE 28

Number and Per Cent of Large Public School Systems Willing to Exchange Copies of Tests

	Item	Number (N=54)	Per Cent
25.	Would you be willing to exchange copies of tests in various subject areas?		
	Yes	10	18.5
	No	10	18.5
	Other	6	11.1
	No response/Not applicable	28	51.9

The following responses and their numerical frequencies were provided to the alternative "Other" category: None used (5) and If we develop some (1).

TABLE 29

Number and Per Cent of Large Public School Systems Willing to Participate in a Consortium

	Item	Number (N=54)	Per Cent
26.	Would you be willing to participate in a consortium of public school personnel testing agencies to meet periodically to exchange ideas, discuss problems, etc.?		
	Yes	22	40.7
	No	10	18.6
	No response/Not applicable	22	40.7

XVI. Additional Comments

Item 27 of the Teacher and Supervisor Selection Questionnaire elicited any additional comments the large city school systems might be desirous of offering. The following comments were received:

1. Some discussion has taken place regarding testing teachers but no decision has been made as of this moment.

2. We are considering more structured procedures. We would appreciate any information on techniques useful to others.

3. Our Board of Education is currently preparing to have the administration consider tests in the selection process. If they decide that we must, we will be most interested in finding out more about testing.

4. Teachers and supervisors are hired on the basis of an interview, reference check and performance.

5. We do not intend to use tests at this time.

6. It appears my responses are of little help. However, there is action being considered to use testing as a portion of the process for selection.

7. We have included our Briefing Kits for members of Administrative Screening Committees, which you should find beneficial.

8. It would be highly desirable to meet with other groups, etc., for the purpose of reviewing staff selection procedures, criteria, etc. We are supportive of this idea.

9. Our operation is similar to most public agency civil service departments.

10. Our relationship with the Educational Testing Service fills our needs.

11. We currently use the empathy interview in conjunction with an evaluation of transcripts, experiences and professional references in our selection process. I have enclosed explanatory information for your perusal.

12. We have begun to use two new evaluation instruments this year, the Wesman Personnel Classification Test (standardized) and locally prepared essay questions. A minimum score was determined by our Research and Development Department. We are in

the process of validating the test this year. The test is given to prospective administrators also. The National Teacher Examination is still used for all with a score of 600 required on the commons. The testing program for administrators is not as formal a process as your questions suggest. We have an intensive intern program that goes into effect after the initial screening and selection.

CHAPTER V

SUMMARY

The following highlights and inferences are presented based upon review of the survey data submitted by the large city school systems:

1. Examinations are not the primary method for teacher selection. Two thirds of the school systems do not give examinations as part of their teacher selection process. However, the nation's five largest cities (New York, Chicago, Los Angeles, Philadelphia and Detroit) do give teacher examinations.

2. Examinations are used more frequently for supervisory than for teacher selection. Approximately fifty per cent of the responding systems utilize examinations in their supervisory selection process, while one-third of the systems give examinations for teacher selection purposes.

3. For the most part, examinations are not conducted for substitute teachers.

4. Among systems giving examinations as part of their teacher selection process (N=18), the oral or interview examination was given most frequently (N=13), followed by the National Teacher Examination (N=11), medical examination (N=11) and Training and Experience Evaluation (N=9).

5. Among systems who replied negatively to whether they give examinations as part of their teacher selection process (N=36) and supervisory selection process (N=26) the oral or interview technique is, by far, the most popular selection device. The oral or interview technique is not perceived by these systems to be an examination.

6. Eighty-three per cent of the systems that give teacher examinations (N=18) also give supervisory examinations for selection purposes.

7. A slightly higher per cent of school systems utilize the National Teacher Examination for supervisor rather than for teacher selection. Approximately twenty-two per cent of the systems use the National Teacher Examination for supervisor selection while eighteen and one-half per cent of the systems use the National Teacher Examination for teacher selection.

8. The kinds of examinations used in the selection of teachers showed great variance within large public school systems ranging from nine types to one. For example, one system reported nine different kinds of tests used in the selection of teachers: National Teacher Examinations; locally prepared essay questions; locally prepared multiple choice questions; teacher performance tests; oral or interview examinations; medical examinations; fingerprint investigations; Training and Experience Evaluations and simulation tests. Only speech examinations and psychological or personality examinations or inventories were not given in this instance. When only one kind of teacher examination was listed, it was usually the National Teacher Examination, an oral or interview or a medical examination. The kinds of examinations used in the selection of supervisors also showed great variance within large public school systems ranging from eight to one.

9. The rank order method of examination grading surpasses the pass/fail (qualifying) approach for both teachers and supervisors.

10. Approximately ninety-one per cent of the school systems use an application form in the teacher selection process.

11. Eleven per cent of the school systems require that teacher or supervisory applicants pay an examination or selection procedure fee.

12. Eligibility lists are utilized to a greater extent in the selection of supervisors than in the selection of teachers. Two-thirds of those systems which give teacher examinations (N=18) for selection purposes use eligibility lists. Fifty per cent of those systems which give supervisory examinations (N=28) for selection purposes use eligibility lists.

13. For both teachers and supervisors, the pass mark is determined by the minimum competency score to a higher degree than by supply and demand.

14. Ranked lists (candidates placed in order from the highest to the lowest test score) are the most commonly used type of eligibility lists for both teachers and supervisors. Twenty-six per cent of the school systems give teachers assignment preference as the result of higher ranking while thirteen per cent of the systems give supervisors assignment preference as a result of higher ranking.

15. Approximately fifty per cent of the respondents reported that they have officials who administer examinations to teacher and supervisor applicants. The majority of these officials are employed in central administrative offices such as personnel.

16. Almost one-third of those officials who administer examinations to teacher and supervisory candidates are employed in personnel divisions.

17. The source of authority for examination officials is usually the Board of Education.

18. The members of the examining board or body, in those systems utilizing such officials, are most often selected by the superintendent without examination.

19. The role of the examining body with regard to the selection process can most often be described as controlling all aspects of the examination of candidates and also the preparation of eligibility lists.

20. The overwhelming majority of school systems having an examining body cite the local Board of Education as the source of its budget.

21. Over sixty per cent of the responding large city school systems have a Research and Development Unit.

22. Approximately one-fourth of the school systems report the existence of a Test Validation Unit.

23. Approximately forty per cent of the systems report the existence of publications describing policies and practices in the operation of their bureaus.

24. Approximately twenty per cent of the school systems indicate a willingness to exchange copies of tests in various subject areas.

25. A willingness to participate in a consortium of public school personnel testing agencies was expressed by forty per cent of the responding nationwide large city school systems.

APPENDIX A

APPENDIX A

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BOARD OF EXAMINERS
RESEARCH AND DEVELOPMENT UNIT
65 COURT STREET
BROOKLYN, NEW YORK 11201

****

National Survey of Teacher and Supervisor Selection Procedures

TEACHER AND SUPERVISOR SELECTION QUESTIONNAIRE

Name Mr. Mrs. Ms. Dr._____
(Please Print) Last First

Title _____
(e.g. Superintendent, Director of Testing, Director of Personnel)

School System_____ , _____ _____
City State District

Address_____ _____
Street Zip Code

Telephone No._____ _____
(Area Code) Date

PART I: TEACHER SELECTION

1. Do you give examinations as part of your teacher selection process?
(Check one)
   a. Yes_____
   b. No_____

2. What kind of examinations are normally used in the selection of teachers?
(Check each appropriate response)
   a. National Teacher Examinations_____
   b. Locally prepared essay questions_____
   c. Locally prepared multiple choice questions_____
   d. Teaching performance test_____
   e. Psychological or personality examinations or inventories____
   f. Oral or interview examination_____
   g. Speech examination_____
   h. Medical examination_____
   i. Fingerprint investigation_____
   j. Training and Experience Evaluation_____
   k. Simulation tests_____
   l. Other_____
(Please explain)

3. How is your examination graded? (check one)

   a. Pass/fail (Qualifying)_____
   b. Rank order_____
   c. Raw scores_____
   d. Other_____
   (Please explain)

4. How do you determine the pass mark? (check one)

   a. Supply and demand_____
   b. Minimum competency score_____
   c. Other_____
   (Please explain)

5. (A) Does the applicant pay a fee for the examination and/or selection procedure? (check one)

   a. Yes_____
   b. No_____

   (B) If your answer to question 5(A) is "Yes," please indicate the total amount $____

   (C) If your answer to 5(A) is "Yes," and you have a graded fee schedule, please attach a copy and return it with the questionnaire.

6. Do you conduct examinations for temporary (substitute) teachers who are used either on a long term or emergency basis (e.g. teacher absence for a day)?

   a. Yes_____
   b. No_____

7. (A) Do you use an application form in the selection process? (check one)

   a. Yes_____
   b. No_____

   (B) If your answer to question 7(A) is "Yes," please attach a copy and return it with this questionnaire.

8. (A) Are eligibility lists used in the selection of teachers? (check one)

   a. Yes_____
   b. No_____

   (B) If your answer to 8(A) is "Yes," which of the following practices are in effect with regard to use of eligibility lists? (check each appropriate response)
   a. Lists are qualifying based on a minimal test score_____
   b. Lists are ranked (candidates are placed in order from the highest to the lowest test score within their various classifications)_____
   c. Candidates are given assignment preference as a result of higher ranking_____
   d. Eligibility lists are made public_____
   e. Other_____
   (Please explain or enclose policy document)

PART II: SUPERVISOR SELECTION

(Director, Principal, Assistant Principal, Department Chairman, Curriculum Supervisor,etc.)

9. Do you give examinations as part of your supervisor selection process? (check one)

   a. Yes_____
   b. No_____

10. What kinds of examinations are normally used in the selection of supervisors? (check each appropriate response)

   a. National Teacher Examination_____
   b. Locally prepared essay questions_____
   c. Locally prepared multiple choice questions_____
   d. Teaching performance test_____
   e. Psychological or personality examinations or inventories_____
   f. Oral or interview examination_____
   g. Speech examination_____
   h. Medical examination_____
   i. Fingerprint investigation_____
   j. Training and Experience Evaluation_____
   k. Simulation tests_____
   l. Group conference test_____
   m. Other_____
   (Please explain)

11. How is your examination graded? (check one)

   a. Pass/fail (Qualifying)_____
   b. Rank order_____
   c. Raw scores_____
   d. Other_____
   (Please explain)

12. How do you determine the pass mark? (check one)

   a. Supply and demand_____
   b. Minimum competency score_____
   c. Other_____
   (Please explain)

13. (A) Does the applicant pay a fee for the examination and/or selection procedure? (check one)

   a. Yes_____
   b. No_____

   (B) If your answer to question 13(A) is "Yes," please indicate the total amount $_____

   (C) If your answer to 13(A) is "Yes," and you have a graded fee schedule, please attach and return it with this questionnaire.

14.(A) Are eligibility lists used in the selection of supervisors? (check one)

a. Yes_____
b. No_____

(B) If your answer to question 14(A) is "Yes," which of the following practices are in effect with regard to use of eligibility lists?

a. Lists are qualifying based on a minimal test score_____
b. Lists are ranked (candidates are placed in order from the highest to the lowest test score within their various classifications)_____
c. Candidates are given assignment preference as a result of higher ranking_____
d. Eligibility lists are made public_____
e. Other_____
(Please explain or enclose policy document)

PART III: GENERAL MATTERS

15.(A) Does your school system have officials who administer examinations to teacher and supervisor candidates? (check one)

a. Yes_____
b. No_____

(B) If your response to question 15(A) is "Yes," please answer questions 16 through 27.

16. The officials who administer examinations to teacher and supervisor candidates are employed in the central administration offices such as (check one)

a. Superintendent_____
b. Personnel_____
c. Recruitment_____
d. Examining Board_____
e. Specialists in various subject areas_____
f. Other_____
(Please explain)

17. What is the source of authority for this position? (check one)

a. State Law_____
b. City Law_____
c. Board of Education_____
d. Other_____
(Please explain)

18. The members of the examining board or body are selected (check one)

a. by the Superintendent, without examination_____
b. on the basis of an examination developed by the school system_____
c. on the basis of a civil service type examination_____
d. Other_____
(Please explain)

19. Which of the following statements best describes the role of the examining body with regard to the selection process? (check one)

a. Administers tests only_____
b. Controls all features of the examination of candidates and the preparation of eligibility lists_____
c. Controls all features of the examination of candidates, prepares eligibility lists and appoints eligibles on lists to positions_____

20. Which statements describe the source of the budget for the examining body? (check one)

a. Local Board of Education_____
b. Local Municipality_____
c. State Education Department_____
d. Other_____
(Please explain)

21. Which statements describes the status of the examining body? (check one)

a. Appointed for life_____
b. Appointed for a fixed term_____
c. Other_____
(Please explain)

22. Do you have a Research and Development Unit? Yes_____ No_____

23. Do you have a Test Validation Unit? Yes_____ No_____

24. Do you have publications describing policies and practices in the operation of your Bureau? Yes_____ No_____

25. Would you be willing to exchange copies of tests in various subject areas? Yes_____ No_____

26. Would you be willing to participate in a consortium of public school personnel testing agencies to meet periodically to exchange ideas, discuss problems, etc.? Yes_____ No_____

27. Any additional comments.

_____

_____

_____

_____

_____

_____

Please return this questionnaire and any additional material to:

Dr. Deena Teitelbaum

Assistant Director of Educational Research
Research and Development Unit (Room 306)
Board of Examiners
65 Court Street
Brooklyn, New York 11201

APPENDIX B

APPENDIX B

List of Fifty Four Large Public School Systems Included in Survey

ALABAMA

Birmingham

ARIZONA

Tucson

CALIFORNIA

Los Angeles
Oakland
Sacramento
San Diego
San Jose

COLORADO

Denver

FLORIDA

Clearwater (St. Petersburg)
Miami
Tampa

GEORGIA

Atlanta

HAWAII

Honolulu

ILLINOIS

Chicago

INDIANA

Indianapolis

KANSAS

Wichita

KENTUCKY

Louisville

LOUISIANA

New Orleans

MARYLAND

Baltimore

MASSACHUSETTS

Boston

MICHIGAN

Detroit

MINNESOTA

Minneapolis
St. Paul

MISSOURI

Kansas City
St. Louis

NEBRASKA

Omaha

NEW JERSEY

Jersey City

NEW MEXICO

Albuquerque

NEW YORK

Buffalo
New York City
Rochester

NORTH CAROLINA

Charlotte

OHIO

Akron
Cincinnati
Columbus
Dayton
Toledo

OKLAHOMA

Oklahoma City
Tulsa

OREGON

Portland

PENNSYLVANIA

Philadelphia
Pittsburg

TENNESSEE

Memphis
Nashville

TEXAS

Austin
Corpus Christi
Dallas
El Paso
Fort Worth
Houston

VIRGINIA

Norfolk
Richmond

WASHINGTON

Seattle

WISCONSIN

Milwaukee

APPENDIX C

APPENDIX C

Pertinent Documents

1. The Board of Examiners: Its Organization and Role in School Personnel Selection.
2. March 13, 1978 letter from the Board of Examiners of the New York City Public School System to School Superintendents of sixty-two large city school systems requesting their participation in the nationwide survey dealing with teacher and supervisor selection procedures.
3. May 8, 1978 follow-up letter from the Board of Examiners of the New York City Public School System to School Superintendents of sixty-two large city school systems not responding to the initial March 13, 1978 communication.

BOARD OF EDUCATION
BOARD OF EXAMINERS
65 Court Street
Brooklyn, New York 11201

THE BOARD OF EXAMINERS: ITS ORGANIZATION AND ROLE IN SCHOOL PERSONNEL SELECTION

1. FUNCTION OF THE BOARD OF EXAMINERS

The duty of the Board of Examiners is to examine by objective examinations all individuals who are required to be licensed for service in the public schools. Such individuals include principals, assistant principals, department heads, teachers, social workers, psychologists, school secretaries, psychiatrists, etc. Excluded from the examination process, according to State Law, are officials of the highest level, such as community superintendents and assistant superintendents.

The Board of Examiners and its staff are appointed members of the New York City school system. As such, they are responsible to the City Chancellor and must obey the rules and regulations of the Board of Education and the Chancellor. The only area in which the Board of Examiners has some independent authority is in the determination of the tests that should be used for an examination and in matters that are directly related to the preservation of the merit system. The authority was given to the Board of Examiners so that the examination might be completely professional and impartial. In practice, the Board of Examiners consults a wide variety of individuals with the necessary "know-how" to determine which tests should be used.

2. ORIGIN OF THE BOARD OF EXAMINERS

The Board of Examiners was established in State Law in 1898 as a result of the efforts of School Superintendent Maxwell and various civic groups who were determined that the selection of teachers and principals should be on the basis of merit and fitness, rather than influence and patronage.

The Board of Examiners has provided the professional know-how in staff selection for the New York City schools and has maintained a nationally known record of integrity, impartial treatment of all applicants, and maintenance of staffing standards which contributed to the outstanding reputation of the New York City school system through the years.

In 1967 the structure of the Board of Examiners was modified by an amendment to State Law which provided for a Board consisting of four examiners, plus Chancellor or his representative. The Chairman of the Board of Examiners was given the responsibility of administering the entire examination process under the policy direction of the Board of Examiners. The staff of the Board of Examiners was divided into six examining units. All license areas were divided among these six units which now had the duty of preparing and administering the examinations.

3. ELIGIBILITY REQUIREMENTS AND THE DUTIES OF POSITIONS OF THE SCHOOL STAFF

Statewide eligibility requirements are set by the New York State Commissioner of Education for all educational positions, such as teacher, principal, etc., and no school district in New York State may go below the State minimum. With this minimum as a base, eligibility requirements and the duties of each position are to be promulgated by the Chancellor. Once the elegibility requirements for a position and dates for meeting these requirements are promulgated, these are given to the Board of Examiners for announcement of an examination. The Board of Examiners has no authority to change any of the requirements or to give any individual a special dispensation or time extension.

4. THE SCOPE OF AN EXAMINATION

After the eligibility requirements and the duties of a position are promulgated, the Board of Examiners determines how to evaluate the abilities required by applicants to perform the duties. In arriving at this determination, the Board of Examiners consults experts within the field, both within and outside the school system. The Board of Examiners uses various types of tests to appraise different abilities.

5. OPEN-COMPETITIVE AND OPEN QUALIFYING EXAMINATIONS

Examinations for teaching and other non-supervisory positions in the schools are required by law to be "open-competitive." This means (1) that all persons who meet eligibility requirements are entitled to enter the examination and (2) that the resulting list must be rank-order in which the person with the highest grade is first and the person with the lowest passing grade is last.

Examinations for positions in the supervisory service of the schools, below the position of assistant superintendent, are required by law to be "open-qualifying." Under this type of examination, all persons who meet the eligibility requirements are entitled to enter the examination, and the resulting list is not in rank-order but in alphabetical listing of all who have passed. Appointing authorities may choose any one, regardless of his grades, from the list to fill a vacancy.

C-4

BOARD OF EDUCATION OF THE CITY OF NEW YORK
THE BOARD OF EXAMINERS
65 COURT STREET, BROOKLYN, N.Y. 11201

Ethel Fitzgerald, Chairman
Jack Bloomfield, Vice Chairman
Harold Kobliner
Julius R. Rubin

Irving Anker, Chancellor

Thomas J. McGee
Administrator

Siegfried Roth
Secretary

March 13, 1978

Dear Colleague:

The Board of Examiners of the New York City public school system is conducting a nation-wide survey dealing with the selection procedures for teachers and administrators. We are enclosing a description of our organization and role of the Board of Examiners and a questionnaire concerning personnel practices.

The board members are most anxious to establish an on-going professional relationship with various testing agencies throughout the country. We are planning a consortium of public school personnel testing agencies which would meet on a regular basis to discuss personnel selection practices, recent Supreme Court decisions, and federal regulations concerning the selection of staff.

May we hear from you by April 15, 1978?

Thank you for your cooperation in this matter.

Very truly yours,

Ethel Fitzgerald
Chairman
Board of Examiners

EF:pf
Enclosures

BOARD OF EDUCATION OF THE CITY OF NEW YORK
THE BOARD OF EXAMINERS
65 COURT STREET, BROOKLYN, N.Y. 11201

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March 13, 1978
May 8, 1978
(2nd request)

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